

**Explicit Instruction: THE Key to Increasing Academic
Engaged Time**

Session 2

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Explicit Instruction: THE Key to Increasing Academic Engaged Time

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Continued: Part 1

1:00 pm – 4:00 pm

Explicit Instruction: Key to Prevention and Intervention

Dr. Anita Archer
Author and Education Consultant

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Dr. Archer: Okay, fall silent. Okay, welcome back from break, and thank you so much for making the morning go so quickly. So we are going to from 11 to 12, we're gonna be together before we have lunch. I'm waiting to see how they're going to orchestrate this small room with lunch, but woo they must have a system if not we'll tell them one. So, but I asked you to keep a running list of best practices, and so we're gonna start with ones. You're going to share what you thought was useful from this morning, then twos you're gonna share. If you didn't write anything down but you think ah, that I don't want to forget then add it. So ones then twos share with your partner what's on your best practices, and go.

00:01:00

Dr. Archer: Thank you, so we are going to continue our discussion or active engagement, and as we do this again continue writing down best practices which you'll share after lunch. And now if I wanted children to participate, what might be my best bet? Should I tell them to participate, should I hope that they will participate, should I pray that they will participate, or should I teach them to participate? Which might be the strongest alternative everyone? Teach them, prayer is always good as an addition, but teaching them helps. So we're going to watch a video, now we have teachers from elementary, middle school, and high school here so we'll be watching videos over the course of the two days from all of those different venues, and this is an elementary one that is second grade.

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Dr. Archer: And I am just taking time to teach the kids how to be my students; and looking at your handout, which is the buff handout. Turn over to where it's 13 and 14, and it says video. So as you're watching this video you're going to ask yourself what were some of the ways that, or that I actually taught students to be my participants in the class. What methods did it each them? But then you're going to write down anything that is good practice, now you might say but I'm a high school teacher. Well here is the thing; good practice is very much the same across grades. The difference is the content

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we're teaching, and how we might utilize a practice. So we should be able to identify in a pre-school good practice.

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Dr. Archer: In a high school AP class, good practice cause there is a great deal of similarity of what makes a difference. So you're gonna record and when we're done you'll have about a minute to add to your notes, and then you're gonna share with your partner. So do you need to have something written down on your paper yes or no everyone? Yes, okay so a little second grade group. I'm gonna take notes while you take notes, and then we will share when we are done. And it's on both screens now, that's perfect.

[Video - See Dr. Archer's PowerPoint presentation]

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Dr. Archer: Okay, two minutes actually to add to your notes total silence.

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Dr. Archer: Okay, but that's one benefit pre-corrections reduce the management problem, but also when you have to redirect a child because you've informed them but they didn't do it, they will think it is more fair. And if there is one thing that kids are all about, is fair, fair, fair, fair, fair, fair, fair, fair right. And so you're more likely to get an appropriate response from them, and this is true all through the grades. Raise your hand if happen to be a kindergarten teacher. So, at the beginning of the year when you were going let's say to the library you probably did something similar to this. Is it possible that kindergarten children might touch in the hall, yes or no everyone? And might they use a loud voice yes or no? Yes, okay. And so you line them up and you said, listening.

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Dr. Archer: We're going to the library to get books, and as we walk in the halls remember keep your hands and your body to yourself, and use your quiet voice. If consistently done by the kindergarten teacher at the beginning of the year would it reduce the challenges we might have in the hallway yes or no everyone? Yes, this is equally important over here in high school land though. One day I was in a high school up in Bremerton, Washington, and we were walking down the hall in the fall with the principal, and there were three posters up. And one of them said homecoming game that was at Friday night, and then homecoming dance, and then one that said catch and release. So I turned to the principal and said, wow I just love the fact that you are honoring everybody's interests, the dance interests, the football interests and the fishing derby interests. And he said, no, no, no, no that has nothing to do with a fishing derby.

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Dr. Archer: You know, at some of our dances we had some embraces that made us uncomfortable so the guideline at our school is catch and release, catch and release, catch and release. [LAUGHTER] And so basically a pre-correction on that behavior, but as we walked down the hall we got to see the other benefit, which is ease of compliance. So we saw to locker doors that were open and a couple stuffed between the two as if no one would notice. And the principal went up, just put hands on shoulders and said remember catch and release. And without any attitude the kids dropped their hands, closed the door and walked down the hall. Because they knew it was fair. That was the guideline and that was the feedback. So this is the benefit of teaching 46 years you can anticipate everything.

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Dr. Archer: Those of you are in your first year, which is one person here, woo by next year. So well and then I taught them the behaviors that I wanted that they would sit up during instruction, they'd look at me, and they'd look smart. I had a high school teacher said, oh my gosh once they knew how to look smart because they sat up, they smiled, one child even gave the college nod. But I didn't just tell them, yes I know, I'm gonna give you power soon. I just have had to adapt luckily because they brought a dark camera but it didn't work. So that's not problem I am totally flexible in the world of media, and so I didn't just tell them though I modeled what I wanted and I practiced. And it sounds sort of a good reminder from this video is that behavior just like academics needs to be taught.

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Dr. Archer: And so I taught it, and in terms of management I also wrote down the importance of the use of routines. Remember when I went up to the one child and said, could you put your pencil in the pencil home? Well that's because I had observed the teacher, and that was a routine in the class is they had a special place for their pencil.

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But this is no small thing at elementary, middle school, and high school. We look at the presence or absence of routines in the class, and it's very predictive of the behavior. And so one study that was done in elementary school the researchers came in six weeks into the school year, and they randomly selected six kids from each class and interviewed them separately on routines. So in this class if you want a drink of water what's the routine? What's the routine for going to the restroom? What's the routine if you don't have a piece of paper, what's the routine for pencil, what is the routine for? And basically but if all six kids had the same story then there was woo, a routine.

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Dr. Archer: But if they had different stories, were sort of making it up as they went then no routines. So then they followed up in observing in the class, and they found that the presence or absence of routines totally predicted the behavior and the environment, that did the teacher in initial weeks of school have routines for the bathroom, for the drinking fountain, for the pencil sharpener, for turning in papers, for getting a piece of paper, for, and it predicted the level of appropriate behavior in the class. And then a number of you wrote down that it was useful that there was acknowledgement, that there was praise, that there was feedback on their behavior. Well we were watching this obviously not just for the purpose of management, but also for the purpose of active participation, which is what we're discussing today. And I started right out by telling the children when I ask a question don't raise your hand.

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Dr. Archer: And I had a first grade teacher right in this room say, oh my goodness I've spent the first eight weeks trying to get them to raise their hands. But the reason why I did this is I told them when I ask a question don't raise your hands, because I don't want them every time I ask a question raising their hands. Because I'm gonna end up calling on, raise your hand Laura, oh gifted one. And so the only time they're gonna raise their hand is if I say raise your hand, or if they have a question for me. They could raise their hand, but I don't want them every time I ask a question to raise their hand because we may say it together, we may say it to our partner, we may write it down, I might call on you, and then I taught them as many of you noted choral responses. And this was like the perfect video for this because this class had Adam.

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Dr. Archer: A designated blurter who not only blurt out the answers, but many times they were incorrect but assertive. And did you notice that everyone immediately copied his answer, and so they needed some kind of cue, some kind of signal it's just like at your school. Maybe the band teacher wants beautiful music in sixth grade band, so the band teacher directs the students to keep them together. Actually one day a sixth grade teacher came up to me and said, you know, Anita get a new analogy because beautiful

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music and sixth grade band has yet to come together. So, but so I taught them a simple cue of think and now say. Think and say, and we practiced it and they got it very quickly, but the whole purpose of it is so that I can really alter the amount of thinking time. So interesting the research almost always calls it waiting time.

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Dr. Archer: But you know, we're hoping for more. So thinking time, so I can change it, so we practice it again. I didn't just tell them that I wanted it, I modeled it and we had some, what everyone? Some practice, and then we had partners and who picked the partners the teacher or the students everyone? The teacher, because like attracts like, the students that have met in the principals office, you know, bonded in detention, gone to summer school seven years together. Say woo I really resonate with you, not a match made in teacher heaven. So you pick the partners, and I gave them a number because could someone dominate the partnership yes or no everyone? Yes, so and if I want equity I'm going to have that distributed, and then I just checked if they knew the numbers. But I also taught them the behaviors, so if Laura was my partner I'd look at my partner, lean in a little bit, and whisper, look, lean, whisper.

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Dr. Archer: Say it everyone, look, lean, whisper. But this is a reminder that choral responses have excellent research supporting it if it is structured, if it is what everyone? Structured, if the teacher just allows random shout outs it's actually negative. And you got to watch this, because I looked at an evaluation form even done here in Virginia that said choral responses were negative. No, random shout outs are negative, structured choral responses have a great research base, so there is a discernment. Same thing with partners, turn and talk just like, turn and talk, turn and talk, that is not highly structured is not positive, only structured partners are. So both of them have to have some structures and we'll look at those details.

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Dr. Archer: So a delightful little group of kids, but if you go to our site where it says secondary there is also a video of me teaching similar behaviors but in an appropriate way to middle school students. So we are going to look at some of these active participation, and I'm kind of fond I don't usually do this is way, but oh my goodness. You know, when you get to try something new it could be my new favorite, and I wrote down here just in terms of delivery. Yes you got responses, but the pace was fairly what everyone? Brisk, and I constantly moved around the room and I what everyone? I monitored. Okay, so with that in your materials would you pop over to slide number 15?

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Dr. Archer: Now I can tell from looking at your brainstorms earlier that you as teachers, as master teachers chosen for this project have a good deal of knowledge on this. But as one teacher said, oh that reinforced me but also challenged me in terms of what I need to do. And so we're going to go through this in the kind of detail that would allow you to take bits of it and present it to your own staff. So that these practices could happen universally, and if you go to slide 17, okay it's going to come up here. Do I need to do something? I know it should pop up, but should is no having it happen. Try this again.

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Dr. Archer: ...Okay. We're very blessed to have total tech here ready to help at every moment, so this is a preview of what we're going to look at. And this is quite a bit for us to do today, so we're going to have like an extraordinarily perky pace. And we're gonna first look at responses that are what everyone? Verbal, and ones that are written, and ones that are focusing on ones that are of course research validated, that we want to use. So popping over here I think it's important just to set in our mind a few guidelines for picking the one that we want to use. These are not necessarily one better than another, but we want to be certain that it matches our instructional what everyone? Purpose.

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Dr. Archer: So for example if I was teaching in first grade, and I was working on the spelling of words, which is still a very good thing to teach. I see so many districts deciding not to teach spelling, woo, bad decision. Because in our society literacy is going to be measured by your spelling, and if you're on technology you better be able to spell and don't count on spell checker. Because if you're so far away from the spelling it will not help. So spelling is still very helpful, and but if I'm teaching spelling I might say, oh, perfect time for those white boards because they can write the word, hold it up during the practice, and I can look at it. But if I am working on higher order comprehension and we are reading a passage, and I am asking higher order questions then the white boards would not be the best opportunity. But I also don't want to do this, Alice! What's the answer? Not good practice.

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Dr. Archer: Alice had no chance to think, no chance to rehearse, no chance to get feedback. So I might say oh here is the question, think about it, now share it with your partner, and that might be a perfect time for partners. So it is, what is the purpose, then we select the best match, active participation that goes with it. But one of the things that is critical is that it needs to be one that will include not just the gifted Laura's, but all students. And this is whether I am teaching a small group or a large group, I want to include everyone. And this is to me the major thing that is really called for when we're

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looking at tier one, two and three, is that there is equity, and everybody is involved. And then, it is best if I have this activity I do and I do it routinely that I hold constant the kind of active participation.

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Dr. Archer: So now we're doing spelling and every single day we do our dictation, we take out our white boards. We don't do white boards some day and then go up to the chalk board some day, and write on paper some day, cause that takes too much instructional time. So then it becomes embedded in the flow of our lessons, so we have a purpose, that purpose we pick a strategy that involves everyone and then we use it on a routine basis. So as we look at this keep thinking about that, we're gonna start with what kind of responses everyone? Choral, and choral responses are appropriate across grades when the answer is short and the same. So when I have a question where the answer is short and the same I might use choral responses. For example, looking up here maybe I am a kindergarten teacher, and I am teaching letter sound associations.

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Dr. Archer: No matter what program that we're teaching the students do need to know what are the sounds for the letters and how to blend them together? And I put up the letter M, and I say this sound is Mmmm. Everybody say the sound, very appropriate to have everybody say it, why would I just call on you when everybody could practice it? Maybe I am a third grade teacher and I say, looking up here this word is the word there, what word everyone? There, and we can all practice it. Maybe I'm the high school English teacher, and I said, let's do a review of literary terms. And so when the author gives us a hint about what is happening later, think of the answer. Whisper it to your partner. That's just because we have some math teachers here who know nothing about this.

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Dr. Archer: And the answer is what everyone? Foreshadowing, or maybe I am the eighth grade math teacher, and I say look up here. Let's do a review of prime numbers. Think is seven a prime number? Thinking, and yes or no everyone? That's for the English teachers who had no idea. So all of those could be used because the answer was short and what everyone? The same, when it's short and the same it's totally appropriate to use choral responses. And most of the research at the upper grades have found that it's particularly useful for review at the beginning of the class, or at the end of a class. Now, we do need to have some way to keep the kids together, and any kind of cue you want as long as the students have thinking time and they say it together is perfect. For example, one day I visit a teacher who I had personally trained, and she asked, would you come observe me?

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Dr. Archer: And I said, I would love to come observe you. And she said, well you know, I don't do things exactly the Archer way, I've changed a few. I said, well great I look forward to it. So I went to observe here, now she was 22, I'm 65, and she as a size two I'm definitely not. So this was easier for her, but she would go like this, thinking now. Thinking now. Thinking now. And we'll tell you do that all day, size two. But she said, now how did you like that? And I said to her, well here is my honest impression, it's unique. Very unique, but also it was perfect because she had the kids think, and then she had them say it together and that's all that's necessary is you use it to generate the amount of thinking time and then cue them to say it together.

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Dr. Archer: Now if you like that excellent, adopt it. But there are some of you who need a lot more dignity, and so this is the one I most often use. I will first ask a what everyone? A question, and then I'll put my hands up to give them what everyone? Some thinking time. And then I'll say, everyone and then I'll bring down my hands, and they'll say it right there. We're gonna practice everything so let's do that. First we would ask a question, then we'd raise our hands. Excellent, and see I want someone to walk by and wonder what kind of meeting is it? Okay, and so we're thinking about it, then we say everyone? Everyone, and then drop our hands. Okay, right here we had a straight flap, it worked. If you had looked behind you there was however a double loopette. And it wouldn't matter, but would it need to be consistent yes or no everyone?

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Dr. Archer: Yes okay, now I have taught and trained middle school and high school teachers forever, and I know that some of them in their head are saying woo, I'm not like going there. So, but hand signals are better because you can watch the thinking time and have them say it, but if you just can't go there you can still do it just by using an auditory signal. Everyone, and on the downbeat they would say it. So choral responses if the kids are looking at you that works really well; however if they're looking at a common stimulus then that is not as useful. If they are looking at like a big book down the primary grades, or they're looking at a map in geography then they can be looking at you when they should be looking at that common stimulus. So they're, let's pretend we had a map here, what I would do is I would point to what I want them to attend to.

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Dr. Archer: I'd ask a question, and then I'd tap for a response. Okay, and so for example let's say that we were taking you to the other coast, and we said, let's, let's review the states along the pacific coast. Here is our map, so the most northern state along the pacific coast is what everyone? Alaska, oh thank god I came to Virginia. Let's

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try that again, it is Alaska, then we have the country of Canada. Then we have the state of Washington, and so after that is my home state, the state of Oregon, excellent. And so there I'm pointing to get their attention it, asking question and then having them say it. If the, if we use this there are some things that we just have to watch.

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Dr. Archer: And one is we have to, oops, we have to give them enough what everyone? Thinking time okay, and I'm always asked well how do you gauge the amount of thinking time? Well, one possibly in the elementary class is I simply I have the students put up their thumb, not in the air but close to their body to indicate that they have an answer. And I just want you to tell your partner why it might be better to have them show it this way than raising their hands. Tell your partner why this would be more desirable than this to show they've had enough thinking time, and go. Excellent. Right away you knew the big idea, because if I have them raise their hand to show they have an answer might some students raise their hand who hadn't even thought of an answer, yes or no everyone.

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Dr. Archer: Absolutely, so that they wouldn't appear as they often say, looking stupid. And so, this is a private communication between the student and the teacher. Now if I'm teaching high school kids and say, put your thumb up my life might be short, and so I just say when you have the answer look directly at me. Interestingly enough if you're looking directly at me your thoughts are here. They're not going somewhere else if I get your eye contact, so I'll just have them say look at me. Then I'll say everyone, and have them say the answer. Now the biggest challenge I have is right there could you have someone who doesn't respond, yes or no everyone? Yes okay, and so what I simply do is what I refer to as a gentle redo. I just say, oh but I need everyone, oh but I still need everyone. Oh double darn it, I still need everyone. Pretty soon you're leaning over to Kenneth and saying, say it!

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Dr. Archer: And so we get like a little pressure going here, now actually when a behavior doesn't happen a redo is often the best response, but when I introduce this in the large middle school study in New York City what I found was that some of the redo's were irritable redo's. Where the teacher was like irritable, that's when I added gentle. So gentle just say, oh let's do it again, let's do it again, and the students get the idea. Now there are some real benefits of choral responses, and here is what I would like you to do. On your own paper I would like you on your own, not with your partner, to write down what you would perceive as some of the benefits of structured choral responses. So on your paper write down what you would perceive as some of the benefits of structured responses.

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00:35:02

Dr. Archer: Choral responses. [Tape cuts] Looking up here, so first ones then twos share with your partner, and listening. Ones you're gonna start by saying, one benefit of choral responses is, twos you're gonna say another benefit to choral responses is, go back and forth, and begin. [Tape cuts] That their first thing that made a difference is that in choral responses everybody was involved. But, and you said, an answer that is right underneath that, equally important and that is each child gets more opportunities to respond. And that is actually the big benefit; if I have a class of 30 and I call on each of them they all make one response. But if they were short responses and we said them together they would make 30 responses, each child. Are we learning more with one or thirty? Which one everyone?

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Dr. Archer: Thirty, so it's not just that there are more engagement, there is more responses made by each individual. A number of you also spoke to the fact that it was a safe environment to make responses, and is it possible that we have some students that are more comfortable signing in the choir than doing a solo yes or no everyone? And some of you even articulated who they might be. They might be students that are shy; they might be students that are included special Ed. students. They might be students that are English language learners, and all three of those groups particularly benefit from choral responses. You also said that built into it is feedback, so maybe I ask the kids for quick review in fourth grade, what is two times six. And everybody says, twelve but you shout out thirteen, woo feedback. And so there is a immediate feedback.

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Dr. Archer: And it is a particularly good as some of you noted a particularly good way to do quick review, so raise your hand if you had an additional idea. We're gonna listen to three of them, of another benefit of choral responses that I didn't mention. Maybe I covered them all, yes. Yes, and so it allows us to get many quick responses and accurate responses too, cause if you made an error I'm gonna correct you and then we can do it again and have a correct response. And yes. So they are hearing it as well as saying it, excellent. And anyone else? Yes. Absolutely, it, and that is another one that one person said, it reduces chaos because it's structured, it's organized, and everybody is on task.

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Dr. Archer: So that was an elementary teacher, Jeffrey is a high school social studies teacher, and it works well in either case. Well sometimes however the answers aren't short and the same, and sometime we are going to want to have longer answers. So

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we're going to move over to the area of partners. Yay, look at this. Now we have a dot camera on this screen, and the PowerPoint over here. My gosh, it's a glorious world. But now I'm kind of, you know, happy I did it with the iPad because I don't usually do that, but woo. So out of the research on cooperative learning came teams and came partners, and I find that both of them are useful but at different times. When I'm teaching an ongoing lesson I find it a more natural response to have students share with a partner.

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Dr. Archer: When I have something that is more involved like making a poster and coming up with a debate argument, then I might have kids during that kind of practice come together as a team with two partnerships together. But during a lesson the natural communication is with another person, and so partners. So we're going to look at partners, and again these are structured partners. And from the video we already talked about who is going to pick the partner, is it the teacher or the students everyone? The teacher, and not only did I assign them a partner, but I assigned them a what everyone? A number. Now the second bullet there came from the research of Doug and Lynn Fuchs at Vanderbilt and they looked at partners and found that it was advantageous not to put the lowest student with the highest student.

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Dr. Archer: The highest student would dominate, the highest student would be less gracious, that they actually did better with a middle performing student. Now how might you do that? Well elementary teachers have a tool that is already possible, because I'm certain that part of your evaluation data is having fluency in reading. So raise your hand if your school does measure the students' rate in reading, the number of correct words per minute in oral reading? So in their study they simply took the students' fluency and they listed them from the highest reader to the lowest reader. Then they cut the page in half and then matched them up. And the end result is the lowest performing students would be with middle performing students. So that's one way to do it, but then you know, you look at it and you think okay, Jason and Matthew, yeah they're a perfect match in terms of reading, but not in terms of their beings.

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Dr. Archer: I'm going to move them, so then you make tweaks based on the personalities. Now, I want to talk about an issue that is very critical and that is could we have a student in our class that like everybody had difficulty with? Could that happen yes or no everyone? Yes, okay and it might be a student that is a student that is an included special Ed. student, but it also could be gifted obnoxious, and so, now my allergies have gone kind of wild in Virginia. And later someone will have to tell me like

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why, so talk to your partner for just a second while I retrieve some more Claritin-D, I've already taken two but one more should 24 hour Claritin-D.

00:42:00

Dr. Archer: See the problem is if I take too many Claritin-Ds I will have no clarity. Thank you. Okay, so let's just talk about this, and I really particularly want to talk about it in relationship to middle school. The truest of all peer years, and let's say that I had these three students in my seventh grade, and your first name is? Countess, and Countess is in my class, and Countess is an included special, you have very good self-esteem you can handle this, an included special Ed. student, and has some behavioral challenges, some character disorders as well as academic problems. Countess it was totally random, okay now.

00:43:00

Dr. Archer: And I have her in my class, and maybe I pair her up with Caroline a middle performing student, but here is the problem, Caroline you like all middle school student have as your big goal in life, and that is to be in the in group of students. And when I assign you to Countess the truth is you're not. And so you don't pay attention to her, this is the humanness in middle school. You talk over here, you turn around here, you wave to someone over there, but you are not talking here. So I often find it useful to put the student no on a dyad, but on a triad. So I am going to add you, Jennifer with the very cute outfit and the excellent hair, woo yes, I mean whoa, whoa. You're looking over here and you're saying, oh my god I am the in group. I am with Jennifer, and this immediately changes the dynamic. I'm quite serious about this if you teach middle school or high school you know the truth of this true?

00:44:03

Dr. Archer: And so as soon as I add her here Caroline, you think oh I'm in the really in group and basically Countess becomes your project. And the numbering goes this way, you're a one, you're a two, and you're also a two. So when I say ones say the answer you share it, when I say twos say the answer you talk it over, and then Countess has to share it. And so we have a role for her, and what is interesting is basically you're much more open hearted to her, she becomes your project because it's the two of you not just one. So some kids would be better off not on a dyad but on a, what everyone? A triad, and many included special Ed. students in tier one would be better on a triad, now I've had teachers say, aren't you putting like a spot light on her?

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Dr. Archer: The thing is it's not like everyone doesn't know that she's lower academically right? One kindergarten student study, six weeks into the year in

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kindergarten the researchers came in and they had the kindergarten kids had magnets with their picture on it, and each student was asked in private to line them up from the kids who had the most knowledge to the least. The whole kindergarten class was totally accurate, so way back in kindergarten they already figured it out. So it is, the benefits far outweigh any negative of having the kid on a triad. Now in the elementary school what the teacher would do in tier one is simply put their names on the desks, and the kids would go to that desk. Secondary it's more problematic, and probably one of the best writers in the areas of management is Dr. Randy Sprick, and what he suggested is just to make a seating chart, put it up on the [dock hammer ?], they come into class, they know where they're going to sit.

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Dr. Archer: And another thing that we have learned is that it is helpful to teach them how to work with a partner, and I use look, lean, whisper. Sometimes I use look, lean, listen and whisper, but the big idea here is that really whether it's elementary, middle school, or high school they're not partners for the entire year. All the studies change them from three to six weeks, so that you're going to change them. And some kids need to be changed more often on Friday Jason here, Matthew there, next Friday Jason here Thomas there. Next Friday, Jason here, Jose there, next Friday, Jason here, Matthew here. Cause everybody needed their Jason experience. So now there are different ways to use partners, and here are some of the big ones that we're going to look at.

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Dr. Archer: One is we could ask a question and have student share the answer with their partner, and rather than saying Rebecca! We could choose to have them say an answer to their partner. We can also have students teach information to their partner, and this is one of the really excellent uses of partners. We have a graphic organizer; maybe we filled it in as a way to summarize our reading of an article on the three types of volcanoes. And I say, take it out and ones pretend your partner was not here, teach them about composite volcanoes, and in the act of teaching it to their partner they would retain it better. And they could also study with a partner, but the most common use of partners is to use them to respond to a question, or a task, or a directive.

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Dr. Archer: So we're going to look at this, but I also want to take some time to put this into perspective. So would you pop over to the first possibility is that I'm gonna have partners tell their partner an answer to a question or to a directive. And one way that we've already done that is with think, pair, share. And when we looked at think, pair, share, but don't look back, I told you what we might do to make the thinking part even better, and then the pair part even better, and then the share part better. So I want you to talk over with your partner what we could do without looking back, what we might do

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to increase the viability of the think, pair, share strategy. Talk it over with your partner and go. [Tape cuts]

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Dr. Archer: Raise your hand if you think there is a possibility that you didn't remember all of it; raise your hand if you think that's the case. And actually I did this as a reminder to us, I went over it, I modeled it, I discussed each part of it, but I didn't give you enough rehearsal to guarantee retention. And so every time I go to schools, I often have teachers say, well you know, I taught it yesterday, like I taught it yesterday. But you know, if there is no learning there was no teaching; there was the act of, but there was no teaching. So we have to give enough practice so that, and one coverage is not enough practice. If I wanted you to remember this we'd have to go back to it, and actually this is the, don't you don't have to turn back, I didn't just have you think. I had you think and what everyone? Record, and then when I had you pair up I asked you to record your partner's best ideas.

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Dr. Archer: And as you were thinking I moved around the room and I wrote down not just your idea, but your what everyone? Your name. While you were pairing up I continued writing down your idea and your, name, and then I used that and put it up on the screen for sharing. Okay, now the fact that we've gone back to it you made the risk of coming up with an answer, I gave you feedback, is it possible that you have more recall of it next time yes or no everyone? So that shows the power of practice and also the power of feedback. Okay, so going up, back up here, and I want you to find 25. So luckily I have the gift of traveling around the United States right as everybody is emphasizing the common core.

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Dr. Archer: And so I did want to tie this into asking questions in relationship to what the common core is stating, and one of the things is right there at the top. That if the students have read something in science or social studies, or in a chapter in a novel or short story, that the questions we should ask are what everyone? Text dependent, meaning you had to like read it to answer it, text dependent. I want to emphasize this because there is a really big reason for it. Long before the common core I always stressed this because sometimes people would say, well you should ask questions as a reading stop and ask questions that connect the text to their own experience. And so we'd ask these questions about their own experience. And the problem with that is perhaps could you answer it brilliantly having not even read the text, could that happen yes or no?

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Dr. Archer: But here is the really important idea is that many of those questions took your thoughts out of the text. And if we want comprehension we need to keep you in the text not out of the text, but in the text not out of the text. Later you get to do the dance, but in the text not out of the text. Anything that takes your cognition out of the text reduces your comprehension. So let me give you a perfect example that happened in Philadelphia. I'm sitting at the back of the room, the students in fifth grade are reading a story, and it is about a family that has gone on an adventure of kayaking in Idaho. And the teacher asks this question, have any of you had a similar experience with kayaking? Okay, and so the first child raises their hand, said yes I haven't got to Idaho but I have kayaked in some rivers, some slow moving rivers here in Pennsylvania.

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Dr. Archer: And the next student raises their hand and says, I've been kayaking but it was ocean kayaking. The next child raises their hand, I haven't been kayaking but I have had an opportunity to be in a canoe on a very still lake. The next child raises their hand and says, no but when I was in New York I did take a boat trip around Manhattan. And the next child raises their hand, says, you know, I haven't been kayaking or canoeing but we do have a picture of a sailboat in our living room. Now all of you know that that is exactly what happens right? Now is it possible that their cognition has so left, so left the material that they might not be getting it at all? Is that possible yes or no? Yes okay, and so all of that, you know, we said, you know; connect it to their own experience.

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Dr. Archer: Well it appears that those questions take the kids out of the text; the time that you'd ask those questions would be after you've read it. Not during, because then they could use it, but not during because it takes them out of the text. So we instead wanted to ask text-dependent questions, and so you could take your own materials right now and one of the things you could do is go through the questions and cross out the ones that are not text-dependent. And so if the author suggests that you ask that kind of question what do you think about, what would you have done in this situation, because that will not improve their comprehension of the text. Afterwards you can ask those questions, now here is another challenge. The common core tells us what we want kids to do at the end of the year.

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Dr. Archer: And one of the things it says across grade levels is that the students with grade appropriate material would be able to answer higher order questions. Now I want to just tell you about an unfortunate result of that, and that is many principals are now going into classes. And if the student, the teacher asks a literal question then they get

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marked down because it wasn't higher order, and I want to tell you that's like totally inappropriate. They've like missed it, they've missed like the point that, and I took this from an article that is by Doug Fisher and Nancy Fray, just came out. They have this little triangle; it has nothing to do with tier one, two and three. They just like triangles, but it has a message. Down here the message is that the notice the broader part of the triangle is we might as some very much foundation questions, many of which might be literal.

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Dr. Archer: That I might ask you a question that asks for your general what everyone? Understanding, I might check to be certain that you have understanding of a key detail, that you might have understanding of a vocabulary term. And once I have that foundation in place then I might ask like a big question, but notice it's a smaller part of the triangle because it's gonna be fewer questions that I might ask. Well why was, what was the author's purpose in that? Higher order, what is your inference from this? How would you compare it to this that we studied in the past? But it is based on foundation here, and so, and it's just like everything. There, any decision you're going to make that's higher order should be based on foundation questions, and so for example, like we're all two weeks from now we're gonna be voting.

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Dr. Archer: In Oregon we all vote by absentee ballot, it's mail in. We have the highest percentage of voters with no fraud because they mail it to you, and you have like weeks to carry it around and mail it in. And so we're all gonna be voting, and we don't want to just say well I think he's cuter. We want some foundation knowledge, what was the belief system in terms of our domestic values, what is it internationally, what is it in terms of university, what is it in terms of education, I want all that knowledge so I can go up here. Sort of like when you get married, you should be asking a lot of questions before you answer the big one, I do. Some of us did not ask enough foundation questions here before we went up to here. And so it is useful for us to capture this, now last Thursday and Friday I had a great opportunity in that I worked with about 60 social studies teachers from eighth grade.

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Dr. Archer: And one of the things that we did is we looked at their social studies reading, and first thing we did is we went through the questions and asked are the questions what everyone? Text-dependent, and if the questions were not text-dependent we crossed them out, then we took the text-dependent questions, which in the social studies book many of them were higher order. And we wrote down scaffolding questions that they could choose to use before they asked these questions. So that the

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kids were set up for success, and so I'm just going to pull up the template from that, just to give you an idea of this thinking, and so just give me one little moment.

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Dr. Archer: ...And no comments about how I should clean up; all right, well I should. It is really quite pathetic here, and so I can't even, I don't want you looking though. All right, okay, so, so it was what we gathered together to do was to make PowerPoints that on a collaborative basis for every chapter in this book. And the example I brought, and then taught to their children was the thrilling chapter on Jacksonian Democracy, oh my god. So exciting, and so our whole goal was to make these and we spent two days.

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Dr. Archer: And we did all of them, and now they're up for the teachers to take advantage of. Because they take too long for one teacher to do, but are so helpful the teachers were like thrilled. And so I was teaching this chapter, and we had a main idea, and then we had a question that we would be responding to in writing when we were done. And I did what all social studies teachers would do I gave the students some, what everyone? Some background knowledge, so we learned about Jackson and one of the questions was how does your early life affect the policies you might have. And you know, Jackson his parents came here from Ireland, his father died before he was born, his mother died when he was 14, and the same year his two brothers died. And so how would that affect you as an adult when you've lost everyone?

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Dr. Archer: And then we learned about his military career, at 13 he fought in the Revolutionary War and was taken as a POW prisoner. How would that affect him? His brother died in that prison camp, his mother came and took care of him, came from Tennessee. And he lead a campaign against Indians in Georgia, well how did that affect his later policy? Okay so we had background knowledge. It was totally thrilling how he actually married a woman that was not yet divorced. Okay a little scandal there, okay and how back in Tennessee he had a plantation with 150 slaves. How did that affect his policy? So we did background knowledge, and why is he on the 20 dollar bill? Really good story. The head of the Department of Revenue got to pick the pictures. Andrew Jackson actually didn't think that we should have paper money, and he closed the national bank.

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Dr. Archer: So this was kind of a joke on him that he is now on the twenty, of which you get at your ATM. All right, so and then some facts about him, and then we watched a little video. But then we started reading the material, oh no we did, excuse me. We also

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had vocabulary instruction, and so we introduced tomorrow we're gonna talk about this, we introduced the word, we introduced the meaning of the word, we gave examples of it, and then we asked questions to check their understanding. So we did this for each of the words in that chapter, and the teachers did it for all the other chapters. And then we did a preview, so we went through and looked at the headings in the book, which you look at the headings and the headings and subheading give you a picture of what's gonna be covered and what you need to learn. And then we did these questions; now the book had these higher order questions that we were going to ask.

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Dr. Archer: And we were gonna first have the students share the answer with their partner, and then we would call on a student to say an answer. But we supported it with what I've done with you, I've given you sentence starters. And from elementary through high school I use them; it's one of the best ways to ensure that they speak in complete sentences. Cause many of our kids sort of tweet today, oh you know, like you know, like you know, like no I don't. And so a sentence starter, but before we did that we wrote down questions that are literal foundation questions that the teacher could ask as they read the material. Particularly if they needed to scaffold and support the comprehension before they ask the higher order question. And this is what we do to support comprehension.

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Dr. Archer: And you know, I've had teachers say Anita by doing this practice aren't you just spoon feeding the children, like the big question is summarize the ways Jackson tried to get support of the people in the election? And as we read it we asked the question what is mudslinging, how did he create enthusiasm, he didn't have t-shirts but he had signs, he had slogans, he had candy. He had door to door, and so we knew something about this, so we've already got the details and so the students have a higher probability of being able to answer this. But notice that the scaffolding questions are all text-dependent, and the higher order is text-dependent. Okay, so this to me is the vision we should be getting about higher order, let me just use an analogy.

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Dr. Archer: Raise your hand if you have any child at this moment learning to drive, okay bless you. And so they go around and they take a written test to get their driver license permit, and then they get to, are told what they're gonna have to do. They're gonna have to drive on the freeway, they're gonna have to do parallel parking, higher order stuff. But you did not immediately take your child to the freeway, no you found a high school parking lot right? So that you needed to scaffold those, that task. So we practiced there, and probably you should have practiced more there before you went out, true? And that's the same thing we're saying here is, that I'm not spoon feeding you

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I'm ensuring you have this information, which is necessary in order to answer this kind of higher order question. Okay, all right. So I'll tell you what, we'll put all these examples up too, okay just under a little example file in case you want to like review what might be a practice.

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Dr. Archer: But you know, I'll tell you I've never seen teachers so thrilled because immediately they said, oh my goodness I'm using it on Monday and they had this for every chapter. And you know, it took us two days for them to do it on one chapter, so they're not gonna do it for all 18 chapters that have three to five parts a piece. But collaboratively they would do it, some of you come from such small districts that collaboration is difficult, cause there is like one social studies teacher. But some of the big ideas about scaffolding still could occur. Well looking at, oh how did I do that? I was paying absolutely no attention, I was on such a text-dependent role that now we are late for lunch. And usually what people do is they start moving into me, and I saw you get up but I ignored it.

01:07:00

Dr. Archer: And so darn, so you're gonna tell us what we're doing for lunch.

Respondent: Yes Anita is so riveting I wasn't about to tell her to stop; I figured we've gone till 12:30 before. But thank you Anita. [Tape ends]